



Safeguarding Policy



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| Role | Name | Contact Details |
|--|---|---|
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| Extended Home School Link Worker | Miss Kirsty Hoddy | 01782 312384 |
| Early Help Champion | Miss Kirsty Hoddy | 01782 312384 |
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| Lead Person for Child Sexual Exploitation | Mrs Georgina Frost | 01782 312384 |
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| Manager responsible for allegations made against staff | Mrs Georgina Frost | 01782 312384 |
| Education Lead - MASH | Amanda Clough | 01782 236516 amanda.clough@stoke.gov.uk |
| Local Authority Designated Officer | Linda Hancock | 01782 235100 |
| ChAD Children's Advice and Duty Service | | 01782 235100 |
| Early Help and Young Carers Coordinator | Samantha Schofield | 01782 231964 |
| Early Intervention | Advice and Access Team | 01782 232200 CW@stoke.gov.uk |
| Senior Social Worker for Child Sexual Exploitation | Angela Davenhill | 101 Ext 3616 07769 238950 |
| Stoke-on-Trent Children's Social Care (Referrals) | Safeguarding Referral Team (SRT) Emergency Duty Team | 01782 235100 01782 234567 |
| Staffordshire Children Social Care (referrals) | First Response | 0800 1313126 |
| Police | Non Emergency / Emergency | 101 / 999 |
| Operation Encompass | Helpline | 0204 513 9990 |

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Introduction

Safeguarding is **everybody's** responsibility. The health, safety and welfare of all of our children is of paramount importance to all the adults who work in our academy. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe. All adults in our school community fully recognise our responsibilities to safeguard pupils. We work in close partnership with our families to ensure their understanding of our academy's responsibilities to safeguarding and promote the welfare of children, which may include the need to make referrals to other agencies. We work in collaboration with other agencies to identify, assess and support children who may be or may become at risk of harm.

Our Intent. Together we aim to ensure that:

- we promote and prioritise the safety and welfare of all members of the Park Hall family
- appropriate action is taken in a timely manner to safeguard and promote children's welfare
- all staff are aware of their statutory responsibilities and are provided with high quality continued professional development to enable them to recognise and report safeguarding concerns in a consistent and professional manner
- we create a nurturing and secure environment where all children feel valued, respected and recognise that they have a voice which is also valued and heard
- children recognise that they can share any concerns that they may have with any adult in school
- all children grow and develop in circumstances consistent with the provision of safe and effective care, enabling all children and their families to achieve the very best outcomes
- we equip all children with the skills and understanding required to keep themselves safe

Our Vision for the Park Hall Family.

Our children's welfare is of paramount importance to all members of the Park Hall family. Together we ensure that we always act in the best interests of the child. We are an inclusive and caring community, together we create a nurturing and caring environment where each child is valued and recognises that they are special and important. In turn, we value others and recognise our responsibilities towards one another. Across our academy, the pupil voice is strong, our children recognise that they have a voice and that their voice is heard. Children are encouraged to talk openly and feel confident that they will be listened to.

We aim to ensure that all children achieve the very best outcomes and know that they are cared for and supported in their learning journey. We work in close partnership with our families and other agencies to ensure that together we make a difference!

Legislation and Statutory Guidance.

This policy and the accompanying procedures have been developed in accordance with the following legislation, statutory guidance and local safeguarding board procedures:

Stoke-on-Trent Safeguarding Board Procedures. <http://safeguardingchildren.stoke.gov.uk/ccm/portal/>

- [Keeping Children Safe in Education 2020](#) and [Working Together to Safeguard Children](#), and the [Governance Handbook](#). We comply with this guidance and the procedures set out by our local safeguarding children board.
- Section 157 of the [Education Act 2002](#), places a duty on academies to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person on an interview/appointment panel to be trained in safer recruitment techniques
- Part 3 of the schedule: [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- Statutory [guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) Regulations 2009](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- [Information Sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers \(2018\)](#)
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).
- This policy also complies with our funding agreement and articles of association.

Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to achieve the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Children includes everyone under the age of 18.

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Supporting Children and Young People

At Park Hall Academy our values lie at the HEART of everything we do. These were developed by all members of our Park Hall family and all children are fully aware of these and their importance within our academy. Our values, Honesty, Enjoyment, Achievement, Respect and Teamwork are essential to the success of our happy and friendly school. We believe that our values impact enormously on the Spiritual, Moral, Social and Cultural development of our children.

We recognise that the personal development of pupils, spiritually, morally socially and culturally plays a significant part not only in their ability to learn and achieve but in their ability to relate fully to and access the world in which we live. We are therefore passionate about ensuring our children are given opportunities in every area of the curriculum to develop and grow as young people who are determined to make a positive difference to the lives of others and the world around them. We provide children with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. As a result, our children develop as capable, caring and confident children whom we are proud to call members of our Park Hall family.

Our curriculum helps to develop positive attitudes in our children and ensures that children are aware that they have a right to feel safe and a responsibility to ensure that they keep themselves and others safe. Our whole school expectations contribute to ensuring that children feel safe and secure across our academy. One of our expectations is Be Safe and through the teaching of our exciting and engaging curriculum and our promotion of children's spiritual, moral, social and cultural development, we ensure that all children feel safe and secure and recognise that they are supported and cared for throughout their learning journey.

Across our academy, our pupil voice is strong. We endeavour to ensure that all children recognise that they are able to talk to any adult in school about any worries or concerns they may have, no matter how small these may be. Furthermore, we regularly seek the views of all members of our Park Hall family in regard to our safeguarding arrangements.

We aim to ensure that we help children to stay safe, recognise when they do not feel safe and identify where they can access help and support. We ensure that our children know how to contact other sources of support, such as the NSPCC and Childline. Children engage in assemblies, led by the NSPCC and parents are made aware of these arrangements.

Within the learning and teaching of Computing, teachers deliver E-Safety warm up activities so that children are continually aware of the need to practice E-Safety and remain safe online. We enable pupils and parents to learn about the risks of new technologies and social media and how to engage with these technologies responsibly. We expect all members of our Park Hall family to "Tweet others as you would like to be tweeted".

Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- have special educational needs or disabilities
- are young carers
- may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- have English as an additional language
- are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- are asylum seekers

Roles and Responsibilities.

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and Governors and is consistent with the procedures of Stoke-on-Trent Safeguarding Board. Our policies and procedures apply to all extended school activities (including Footprints) and all off-site visits.

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will be aware of:

- our systems which support safeguarding, including the staff code of conduct, E-Safety Code of Conduct and the role of the designated safeguarding lead (DSL)
- the early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- the process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- what to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- the signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation

The Designated Safeguarding Lead (DSL)

Our DSL is our Principal, Mrs Georgina Frost. The DSL takes lead responsibility for safeguarding and child protection.

When the DSL is absent, the Deputy, Mrs Jessica Preston and Miss Kirsty Hoddy, our Extended Home School Link Worker will cover this role. We have two Deputy DSL's to ensure that there is always appropriate cover for this role at all times.

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The DSL will be given the time, funding, training, resources and support to:

- manage referrals, referring all suspected cases, as appropriate, to the relevant body (Local Authority Children's Social Care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- ensure that records of child protection and welfare concerns are maintained
- engage in continued professional development and provide advice and support to other staff on child welfare and child protection matters
- engage in multi-agency working and information sharing and/or support other staff to do so
- monitor the implementation of and compliance with policies and procedures

Early Help Champion.

We are committed to the Early Identification of need and Early Intervention to support our children and families. Our Early Help Champion, Miss Kirsty Hoddy, is responsible for leading on and supporting other staff to lead on Early Help Assessments and Early Help Plans for children and their families requiring help and support that does not meet the threshold for involvement with Children's Social Care.

Senior Manager for Dealing with Allegations

The Principal is the appointed person responsible for dealing with allegations of abuse made against school staff. The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the Principal, (see appendix 3).

The Local Governing Committee

The governing committee will approve this policy at each review, and hold the Principal to account for its implementation.

The governing committee will also appoint a **Safeguarding Governor** to monitor the effectiveness of this policy in conjunction with the full governing committee. This is always a different person from the DSL.

Designated Safeguarding Governor.

Our nominated Governor with responsibility for Safeguarding is Mrs Sue Hawley. The nominated Governor will champion good practice, liaise with the Principal to provide support and challenge, ensure that safeguarding arrangements are audited and quality assured and will provide information regarding Safeguarding to the Governing Body.

The Principal

The Principal is responsible for the implementation of this policy, including:

- ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- communicating this policy to parents when their child joins the school and via the school website
- ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer.

All staff understand their responsibility to safeguard and protect children, know how to recognise signs of abuse and neglect and report to the Designated Safeguarding Lead any concern they have about the safety of any child.

Confidentiality, Consent and Information Sharing (See Information Sharing):

We are committed to working openly and honestly with parents, carers and other agencies in order to ensure that pupil's needs are met. It is essential that everyone working with children can confidently share information. This is necessary not only to safeguard and protect children from harm but also to work together to support families to improve outcomes for all. We may share information about parents, carers or children for investigations undertaken by Children's Social Care. We will exercise professional curiosity by proactively seeking out information as well as sharing it. This means checking with other professionals whether they have information, and speaking to pupils alone.

The Data Protection Act 2018 is not a barrier to sharing information. It is there to ensure that personal information is managed in a sensible way and that a balance is struck between a person's privacy and public protection.

We will share any concerns we have with parents at an early stage, unless this would put a child at greater risk or compromise an investigation. Parents must be clear that our responsibilities are for safeguarding and protecting children and that this involves sharing information about them with other professionals.

It is expected that we will seek the consent of parents or carers to make a referral to Children's Social Care under section 17 Children's Act – Child in Need. If parents refuse to give consent but we decide to continue with the referral, we will make this clear to Children's Social Care when we contact them.

We do not need parents' consent to make a referral if we consider the child is in need of protection, under section 47 of the Children's Act; although in most cases we will inform them of the child protection referral.

However we will not inform parents of referrals if we believe that:-

- This would place the child or someone else at increased risk of harm;
- It would prejudice the prevention or detection of a crime, or lead to loss of evidence for a police investigation;
- It would lead to an unjustified delay in making enquiries into allegations of significant harm.

Consent is not necessary in cases where Children's Social Care are making child protection enquiries under section 47 of the Children Act 1989 and therefore when contacted by Children's Social Care, we can comply with their requests for information without seeking consent.

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Recognising abuse

(Please see appendix 2 for details of signs and indicators of abuse).

Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated.

Most cases of pupils hurting other pupils will be dealt with under our academy's behaviour policy. This child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- is serious, and potentially a criminal offence
- could put pupils in the school at risk
- is violent
- involves pupils being forced to use drugs or alcohol
- involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- tell the DSL and record the allegation, but do not investigate it
- the DSL will contact our Better Together Social Worker, Education Lead or Advice and Access team, as well as the police if the allegation involves a potential criminal offence
- the DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed

The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- challenging any form of derogatory or sexualised language or behaviour
- being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- ensuring pupils know they can talk to staff confidentially by informing children of their rights and responsibilities through academy assemblies and the wider curriculum.
- ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

Where pupils are involved in gang activity, older pupils may attempt to recruit younger pupils. Young people suffering from sexual exploitation may be forced to recruit other young people.

Notifying Parents and Carers.

Where appropriate, we will discuss any concerns about a child with their parents or carers. Where we believe that notifying parents may increase the risk to a child, we will discuss this with the local authority children's social care team before doing so. Where a child has made an allegation of abuse against another child, we will notify the parents of all children involved when it is appropriate to do so.

Record Keeping

All safeguarding, child protection and welfare concerns will be recorded and stored in line with the Stoke-on-Trent Safeguarding Children Board guidance. Confidential records are kept securely and are only available to those who have a professional need to see them.

All staff use CPOMS, to log any concerns or potential concerns that they may have about any child. This includes any concerns in regard to safeguarding, pastoral and emotional well-being. This information is held securely and confidentially. It is each member of staff's responsibility to log any concern or worry that they may have. We continue to record any disclosure using our Blue Reporting Concerns forms. All staff ensure that these records are accurate and factual. CPOMS enables the academy to link any concerns with family members. This ensures a co-ordinated approach to providing potential support to our children and families.

When a child leaves our academy, we will continue to support any pupil leaving the school where there have been concerns by ensuring that all appropriate information, including child protection and welfare concerns are forwarded under confidential cover to the child's destination school as a matter of priority.

Reporting Concerns

We have a structured process in line with Stoke-on-Trent Safeguarding Children Board Procedures which will be followed and adhered to by all members of our school community in cases of suspected abuse. Where we have concerns regarding a child we will liaise with the ChAD, the Children's Advice and Duty Service in an attempt to support children and families at the earliest opportunity.

If a child is in immediate danger, you MUST inform the DSL (G Frost, Principal), or in their absence the Deputy DSL's (J Preston, Vice Principal or K Hoddy, Extended Home School Link Worker immediately).

The DSL will follow the Stoke-on-Trent Safeguarding Children's Board procedures.

In the unlikely event that the DSL and Deputy DSL's are unavailable and you feel that a child is at risk of immediate danger, anyone may make a referral to the Safeguarding Referral Team. Please refer to appendix 5 and appendix 6 which clearly outline the procedures that must be followed.

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To ensure that the best decisions are made for children, we work in collaboration with Children's Social Care. We recognise the need to be able to challenge one another's practice. The DSL will raise concerns formally with the relevant agencies safeguarding lead in line with the LSCB escalation policy.

<http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/g-appeals-and-disagreements.en>

If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- listen to and believe them. Allow them time to talk freely and **do not ask leading questions**.

Remember **TED**

Tell me

Explain to me

Describe to me

- stay calm and do not show that you are shocked or upset
- consider the age, understanding, disability and preferred language of any child making a disclosure
- tell the child they have done the right thing in telling you, do not tell them they should have told you sooner
- do not criticise the alleged perpetrator
- explain what will happen next and that you will have to pass this information on.
- do not promise to keep secrets or make promises you cannot keep
- remain objective, not elaborating on your own personal experiences
- **never ask a child to write anything down as this can be seen as a child's statement**
- explain what has to be done next and who should be told
- write up your conversation as soon as possible in the child's own words. Where possible do so on the academy Blue Form. Stick to the facts, and do not include your own judgements
- sign and date your written record and pass it on to the DSL **immediately**. Alternatively, if appropriate, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so

All disclosures are taken seriously

If you discover that FGM has taken place or a pupil is at risk of FGM

- the Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".
- FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.
- possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 3.
- **any teacher** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
- the duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.
- **any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.
- **any member of staff** who suspects a pupil is *at risk* of FGM must speak to the DSL and follow our local safeguarding procedures.
- For Stoke-on-Trent Safeguarding Children Board (Section F09) go to: <http://www.safeguardingchildren.stoke.gov.uk/FGM>

You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action.

Prevent

We recognise our legal duty to prevent children from being drawn into terrorism. (s26 of the Counter-Terrorism and Security Act 2015). (See appendix 3)

If you have concerns about extremism

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly if appropriate.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the Local Authority Children's Social Care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- think someone is in immediate danger
- think someone may be planning to travel to join an extremist group
- see or hear something that may be terrorist-related

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Child Sexual Exploitation

We recognise the need to protect children and young people from sexual exploitation. (Please refer to appendix 3 – Specific Safeguarding Issues and appendix 9 - Staffordshire Police CSE Information Report) and new information on child criminal exploitation (CCE) and child sexual exploitation (CSE) in KCSIE2020 (paragraph 28)

Mental Health

KCSIE2020 includes new information on mental health (paragraphs 4 and 34-38). All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection policy and speaking to the designated safeguarding lead or a deputy. Park Hall Academy actively promotes mental health knowledge, awareness and support with pupils and parents through weekly taught My Happy Mind sessions, social media videos and a parent app.

Multi Agency Working Together to Support Children and their Families

We develop and promote effective professional relationships with a wide range of agencies including School Nurses, Integrated Family Support Workers, Educational Psychologists, SEND Advisors, Co-operative Working, the Police and Children's Social Care. Please see <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Operation Encompass

We are an Operation Encompass School. Operation Encompass helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the Designated Safeguarding Lead / Deputy DSL in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

Signs of Safety

Signs of safety is an evidence based model which focusses on identifying a families' strengths and the safety and welfare of the child or young person. The approach involves both professional and family knowledge. The strengths based approach assesses the child and family against three criteria:

- What are we worried about?
- What is working well?
- What needs to happen?

This evidenced based approach underpins our work with children and families and outlines our commitment to work in partnership with our families.

Early Help

If Early Help is appropriate, the Early Help Champion will coordinate and liaise with other agencies and co-ordinate an inter-agency assessment as appropriate.

The Early Help Champion and DSL ensure that actions are agreed and that all agencies understand the role that they are accountable for in delivering and ensuring successful outcomes for the child and family who are at the centre of Early Help. Where an Early Help is unsuccessful and expected outcomes are not met, the Early Help Champion and DSL will consider a referral to Local Authority Children's Social Care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Safer Working and Managing Allegations Against Staff and Volunteers

Safer Recruitment.

We prevent people who pose risks to children from working within our academy by ensuring that we undertake safeguarding checks in line with the statutory guidance, - Keeping Children Safe In Education: September 2020. At least one person on any interview panel for a post at our academy will have undertaken Safer Recruitment training. This is in line with Stoke-on-Trent Safeguarding Board procedures and the Department for Education's statutory guidance, Keeping Children Safe in Education, September 2020.

We ensure that agencies provide evidence that they have made the appropriate level of safeguarding checks on individuals working in school.

Managing Allegations.

We have a clear procedure in place to manage allegations against members of staff, supply staff and volunteers in line with Keeping Children Safe in Education: September 2020 and Stoke-on-Trent Safeguarding Children Board Procedure: Managing Allegations against Adults Working with Children and Young People. This procedure is detailed in Appendix 3 New guidance on handling allegations against supply staff (paragraphs 214-217)

Whistle Blowing Policy.

Please see Whistle Blowing Policy.

If adults working in school ever have any concerns about any other adult working in our academy, they have a professional duty to inform the Principal, Vice Principal or Chair of Governors without delay. We cannot expect children to raise concerns in an environment where members of staff fail to do so.

The Use of Reasonable Force.

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to

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prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

Staff Induction

All staff members will undertake safeguarding and child protection training at induction, including whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. Furthermore this ensures that staff are aware of their statutory duty to prevent children from being drawn into extremism (Prevent duty). At induction, staff will be required to read Part 1 of Keeping Children Safe in Education 2020, furthermore they will be made aware of their duties and responsibilities regarding E-safety and social media. Staff will also be made aware of and sign to say that they have read, understood and will adhere to our code of conduct on an annual basis.

Training and Development

All staff members will undertake level 1, face to face safeguarding training delivered by the Stoke-on-Trent Children's Safeguarding Board at least once every three years.

Training will be regularly updated and will be in line with advice from our Local Safeguarding Children Board. Staff will receive annual safeguarding and child protection updates.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Volunteers will receive appropriate training.

We will ensure that staff members supplied by third party agencies have also received appropriate training prior to beginning work within our academy.

The DSL and Deputy DSL's will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

Each month the Designated Lead distributes a Be Safe Bulletin to all staff, sharing updates and reinforcing Safeguarding expectations and responsibilities.

Local Governing Committee

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities. Our lead Governor for Safeguarding will engage in Safeguarding for Governors training.

We will maintain accurate records of staff induction, training and annual updates.

Site Security.

All adults within our academy have a responsibility to ensure our buildings and grounds are secure and to report any issues or concerns that may arise.

Visitors are required to sign in and out of our academy and wear a visitor's badge whilst on our school grounds. Where any individual is unknown, staff will challenge for clarification and reassurance.

We expect all individuals to uphold and promote our expectations and values and to show respect and concern for all members of our Park Hall family.

Behaviours which are contrary to our expectations will not be tolerated. Where any individual displays behaviours contrary to our values and expectations, we have the right to refuse access.

Links with other policies

This policy links to the following policies and procedures:

Promoting Positive Behaviour/Exclusions

Staff code of conduct

Whistleblowing

Complaints

Health and safety

Attendance

E-Safety

Relationship and Sex Education

First aid

Curriculum

Policy Review

This policy and our procedures will be reviewed annually and in accordance with statutory policy updates.

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These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education 2020.

Appendix 1: Types of Abuse - See also Indicators of Abuse and Neglect – Keeping Children Safe In Education 2020 pg. 8

Abuse, including neglect, are forms of maltreatment. A person can abuse or neglect a child by inflicting harm, by failing to act to prevent harm or by failing to meet a child's basic needs. Children may be abused within a family or by persons known or unknown to them. Increasingly children may be abused via the internet and may be abused by an adult, adults or another child or children. Safeguarding issues are rarely stand alone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Physical Abuse

Physical abuse is deliberately hurting a child, causing physical harm and injuries such as bruises, broken bones, burns or cuts. Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- inappropriate age or development expectations
- overprotection and limitation of exploration and learning and social interaction
- seeing or hearing the ill-treatment of another, e.g. domestic abuse
- serious bullying (including cyberbullying)
- exploitation or corruption of children

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration or non-penetrative acts
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images including online, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child Sexual Exploitation (CSE) is also sexual abuse. It involves children receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves online.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2: Signs and Indicators of Abuse

The most important sign/indicator of abuse or neglect is a disclosure from a pupil, and this will always be taken seriously. Signs and indicators can often appear in a cluster. Serious case reviews have found that parental substance misuse, domestic abuse and parental mental health problems (known collectively as the 'toxic trio') coexisting in a family can increase the risks to children.

Pupils may show symptoms from one, all, or none of the categories, but staff will be vigilant to anything unusual displayed by the pupil. Many of the indicators below may be caused by other factors not connected to any form of abuse. However, if concerned, staff will always exercise professional curiosity and will share concerns with the DSL.

We are aware that in an abusive relationship, the child may:-

- Appear frightened of their parent/carer
- Act in a way that is inappropriate to their age and stage of development (whilst taking into account the different patterns of development and different ethnic groups).

We are aware that in an abusive relationship, the parent or carer may:-

- persistently avoid child health services and treatment of the child's illnesses
- have unrealistic expectations of the child
- frequently complain about or to the child and fail to provide attention or praise
- be absent
- be misusing substances
- persistently refuse to allow access on home visits by professionals
- be involved in domestic violence and abuse
- be socially isolated

Staff are constantly mindful that pupils with **special educational needs and disabilities** can face additional safeguarding challenges including:-

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability
- children with special educational needs and disabilities are particularly vulnerable to bullying and may show no outward signs
- communication issues can be a barrier to effective safeguarding

The following table gives some examples of what staff may see or hear, but **this is not an exhaustive list and should not be used as a checklist.**

| | |
|--|---|
| Signs of potential PHYSICAL ABUSE | <ul style="list-style-type: none"> • Bruise marks consistent with either straps or slaps • Undue fear of adults - fear of going home to parents or carers • Aggression towards others • Unexplained injuries or burns – particularly if they are recurrent (and especially in non-mobile babies) • Any injuries not consistent with the explanation given for them • Injuries that occur on parts of the body which are not normally exposed to falls, rough games • Injuries to the side of the face, the ear, the neck • Black eyes, particularly bilateral • Reluctance to change for, or participate in games or swimming • Bruises, bites, burns, fractures etc. which do not have an accidental/ satisfactory explanation • Cuts/scratches in areas that would be difficult to do accidentally • Injuries to the soft tissue area • Hitting (with the hand or implement) smacking, punching, kicking, slapping, twisting/pulling ear, hair or fingers, holding/squeezing with a tight grip, biting, and burning • Fabricated or induced illness |
| Signs of potential NEGLECT | <p>Exposure to danger</p> <ul style="list-style-type: none"> • Lack of supervision • Under nourishment and subsequent failure to grow and thrive • Constant hunger • Stealing or gorging food • Untreated illnesses • Inadequate care • Injuries that have not received medical attention • Non-attendance for health appointments • Inadequate/inappropriate clothing • Poor standards of hygiene • Unsafe home environment • Persistent lack of attention, warmth or praise |

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| | |
|--|---|
| <p>Signs of potential EMOTIONAL ABUSE</p> | <ul style="list-style-type: none"> • Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy. • Depression / aggression, extreme anxiety • Nervousness, frozen watchfulness • Obsessions or phobias • Sudden under-achievement or lack of concentration • Inappropriate relationships with peers and/or adults • Attention-seeking behaviour • Persistent tiredness • Running away / stealing / lying • Parent humiliating, taunting or threatening child • Persistent lack of attention, warmth or praise. • Shouting / yelling at a child • Copying or role playing abuse seen in the home (ie domestic violence) • Radicalisation – use of inappropriate language, violent extremist literature, the expression of extremist views, advocating violent action |
| <p>Signs of potential SEXUAL ABUSE</p> | <p>Use of language that is inappropriate for age / stage of development</p> <ul style="list-style-type: none"> • Sexual knowledge inappropriate for their age / stage of development • Child with excessive preoccupation with sexual matters • Regularly engages in age inappropriate sexual play • Wariness on being approached • Soreness or unexplained rashes or marks in the genital areas • Pain on urination • Difficulty in walking or sitting • Stained or bloody underclothes • Recurrent tummy pains or headaches • Bruises on inner thigh or buttock • Any allegations made by a child concerning sexual abuse • Sexual activity through words, play or drawing • Child displaying ‘sexually inappropriate’ behaviour towards adults • Inappropriate bed-sharing arrangements at home • Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations • Eating disorders - anorexia, bulimia • Telling you about being asked to ‘keep a secret’ • Dropping hints or clues about abuse. • Unaccounted sources of money or gifts, or multiple mobile phones |

Appendix 3: Specific Safeguarding Issues

Stoke-on-Trent Safeguarding Children Board Procedures, has detailed information, policy and procedure on many specific issues. We will follow the local procedures for responding to risks.

<http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/d---cyp-specific-circumstances.en>

<https://www.staffscb.org.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx>

The Government website, GOV.UK has broad government guidance on a variety of issues.

These include, Bullying, Cyberbullying, Children missing from home or care, Children missing from education, Child Sexual Exploitation (CSE), Contextual Safeguarding, Domestic Violence, Drugs, Fabricated or Induced Illness, Faith abuse, Female Genital Mutilation, Forced Marriage, Gangs and Youth Violence, Gender-based violence/violence against women and girls (VAWG), Hate crime, Mental Health, Online Safety, Peer on Peer Abuse, Private Fostering, Preventing Radicalisation and the Prevent Duty, Serious Violence, Sexual Harassment, Sexting, Self-harm and suicidal behaviour, Teenage relationship abuse, Trafficking and Voyeurism.

The above is not an exhaustive list. Please search the GOV.UK website or Stoke-on-Trent Safeguarding Board Procedures for advice on other issues.

Children Missing from Education

We recognise the need to ensure that children attend school regularly and our duty to protect those who may go missing from education. We follow the policy and guidance issued by Stoke-on-Trent City Council and Staffordshire County Council on Children Missing from Education (CME) which can be found at:

<http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/education/education.en>

https://www.staffscb.org.uk/Search.aspx?search_keywords=cme

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

All children are entitled to a full time education which is suitable to their age, ability and aptitude and any Special Educational Needs that they may have.

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

We work collaboratively with the Local Authority (and other agencies where appropriate) to share information about attendance.

Where we have not been informed about a child's absence, on the first day, office staff will contact parents and carers to establish why a child is not present in school.

The school will make all reasonable attempts to communicate with parents and carers in order to ascertain the reason for a child's absence. In the event that we are unable to make contact with parents and ascertain the reason for absence and the child has not returned to school after a total of no more than two weeks, the matter will be referred to the Local Authority.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, we record the following.

- The name of the new school
- The date on which the pupil first attended or is due to start attending that school

Child Sexual Exploitation

Park Hall Academy recognises the need to protect children from sexual exploitation. Education staff are more likely to see victims on a regular basis. Staff may notice recurrent or prolonged absences and significant changes in behaviour. Therefore we are key to identifying children at risk and will raise concerns at an early stage, potentially halting the grooming process before sexual exploitation has begun.

We will follow the Safeguarding Children Board procedure which can be found at:

<http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/d---cyp-specific-circumstances.en>

https://www.staffscb.org.uk/Search.aspx?search_keywords=cse

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (DfE 2017.)

Children cannot consent to being abused. Irrespective of the child's age and even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them, it is not uncommon for children not to realise that they are being exploited.

Some of the following signs may be indicators of sexual exploitation:-

- Children with unexplained gifts or new possessions;
- Having multiple mobile phones and worrying about losing contact via mobile phone;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Inappropriate sexual or sexualised behaviour;
- Sexual activity/underage sexual activity;
- Sexually risky behaviour, 'swapping' sex;
- Seen at known places of concern;
- Involved in abusive relationships;
- Intimidated and fearful of certain people or situations;

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- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers or known perpetrators;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late;
- Children who regularly miss school or education or don't take part in education;
- Injuries from physical assault, physical restraint, sexual assault.

Where a member of staff sees one or more of these indicators, or otherwise has cause for concern, this information will be recorded and passed, without delay, to the DSL following usual safeguarding procedures.

We will use the Sexual Exploitation Risk Factor Matrix (RFM) to identify pupils at low, medium or high risk of sexual exploitation. The Matrix can be found on the links below:- <http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/d---cyp-specific-circumstances.en> https://www.staffsscb.org.uk/Search.aspx?search_keywords=risk%20matrix%20for%20cse
Pupils will be referred to the CSE Panel if deemed appropriate, following completion of the Risk Factor Matrix.

We will also share information with Staffordshire Police Child Exploitation Team to contribute to their intelligence gathering to prevent and detect cases of CSE; so even apparently minor pieces of information should be given to the DSL.

Where we identify that a child under the age of 13 is involved in sexual activity, this will always be immediately reported to the police.

Peer on Peer Abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment
- voyeurism - upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals.

Sexting

- Sexting among children can be a common occurrence in which the police may need to become involved, depending upon the circumstances.
- The DSL will record all incidents of sexting, and include both the actions taken and the actions not taken, together with the justifications for the decisions made.

In applying judgement to the sexting incident, the following will be considered:-

- Significant age difference between the sender/receiver involved.
- If there is any external coercion involved or encouragement beyond the sender/receiver.
- If you recognise the child as more vulnerable than is usual.
- If the image is of a severe or extreme nature.
- If the situation is not isolated and the image has been more widely distributed.
- If this is not the first time children have been involved in a sexting act.
- If other knowledge of either the sender or recipient may add cause for concern.

This is not an exhaustive list, but presence of the above will escalate concern. We will manage cases of sexting in line with the LSCB policy – Responding to Sexting and Youth Produced Imagery, which is found at :- <http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/d---cyp-specific-circumstances.en>

Serious Violence

All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- increased absence from school,
- a change in friendships or relationships with older individuals or groups,
- a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff are aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance:<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

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Domestic Violence

The definition of "domestic violence and abuse" was updated by the Home Office in March 2013 to include the reality that many young people are experiencing domestic abuse and violence in relationships at a young age. They may therefore be Children in Need or likely to suffer significant harm. The latest definition from the Home Office is as follows:

"Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Emotional"

Staff should be aware that any disclosures made by children may have a background in domestic abuse and that this abuse may be part of an overall pattern of abuse or violence towards women and girls in the family. That said domestic abuse can also be experienced by males and assumptions should not be made based on the gender of perpetrators of domestic abuse.

The domestic violence and abuse policy can be found at :-<http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/d---cyp-specific-circumstances.en>

Female Genital Mutilation (FGM)

We recognise our duty to protect children and young people against the practice of FGM and to immediately report to the police information regarding to FGM being carried out.

We follow the Safeguarding Children Board procedure which can be found at: <http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/f-vulnerable-cyp.en>

Female Genital Mutilation comprise all procedures involving partial or total removal of the external female genitalia or other injury to the female organs. It is illegal in the UK and is a form of child abuse with long lasting, harmful consequences.

Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally; they may appear anxious, depressed and emotionally withdrawn; present a sudden decline in performance, aspirations or motivation.

Signs that may indicate FGM is planned:-

- Child talking about getting ready for a special ceremony, procedure or celebration either abroad or in the UK;
- Family taking a long trip abroad;
- Child's family being from one of the 'at risk' communities for FGM (examples include Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan;)
- Knowledge that the child's sibling has undergone FGM;
- Child talks about going to be 'cut'
- Child talks about preparing for marriage or preparing to become a woman;

(Nb – families travelling abroad for long holidays is not in itself unusual, and not all families from the above named countries will practice FGM.)

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities;
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued;
- Bladder or menstrual problems;
- Finding it difficult to sit still and looking uncomfortable;
- Complaining about pain between the legs;
- Mentioning something somebody did to them that they are not allowed to talk about;
- Secretive behaviour, including isolating themselves from the peers;
- Reluctance to take part in physical activity;
- Repeated urinal tract infection;
- Disclosure.

Where a member of staff sees one or more of these indicators, or otherwise has cause for concern, this information will be recorded and passed on without delay to the DSL following usual safeguarding procedures.

Staff should be aware of new mandatory reporting requirements with regards to *known* cases of female genital mutilation (FGM) which require teachers to personally report to the police (on the telephone number 101) cases where they discover that an act of FGM appears to have been carried out. Further details can be found Annex A of Keeping Children Safe in Education September 2019.

DFE multi agency practice guidelines for female-genital-mutilation (April 2016) :- <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>.

NSPCC FGM helpline can be contacted on 0800 028 3550 or use the NSPCC email address to request support at: fgmhelp@nspcc.org.uk

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Forced Marriage

We recognise the need to protect children against forced marriage.

We will follow the Safeguarding Children Board procedure which can be found at:

<http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/d---cyp-specific-circumstances.en>

A clear distinction must be made between a forced marriage and an arranged marriage. A forced marriage is a marriage that is performed under duress and without the full and informed consent or free will of both parties (and is therefore very different to an arranged marriage). A forced marriage may be between children, a child and an adult, or between adults, and both males and females can be forced to marry against their will. In referring to children, we refer to both primary and secondary school age children. A forced marriage is considered to be domestic violence. One Chance Rule - Where there are concerns about forced marriage, we will not speak to the family as professionals may only have one chance to speak to a potential victim and we therefore must ensure that the appropriate intervention, response and support is initiated. Staff will pass any concerns immediately to the DSL and child protection procedures will be activated.

Further information on the role of educational establishments can be found in Multi-agency guidelines: Handling cases of forced marriage. pages 32-36. Advice can be sought from the Forced Marriage Unit on 020 7008 0151 or

Preventing Radicalisation

Schools have a duty to prevent children from being drawn into terrorism. (s26 of the Counter-Terrorism and Security Act 2015). We recognise the need to protect children against the messages of all violent extremism including that linked to Far Right/Neo Nazi/White Supremacist, Al Qaeda/ISIS ideologies; Irish Nationalist and Loyalist paramilitary groups and that linked to Animal Rights movements. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

There is no place for extremist views of any kind in our academy.

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that everyone is entitled to their own views (except extremist views) and that they must respect the views of all.

We actively promote the spiritual, moral, social and cultural development of our pupils, in line with Promoting Fundamental British Values as part of SMSC in Schools.

The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

Designated safeguarding leads and other senior leaders follow the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period. Potential indicators a child is at risk of being radicalised or exposed to extreme views might include:

- Spending increasing time in the company of other suspected extremists.
- Day-to-day behaviour becoming increasingly centered on an extremist ideology, group or cause.
- Loss of interest in friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with an extremist group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person, which may include physical or verbal assault; provocative behaviour; derogatory name calling; prejudice related ridicule or name calling; refusal to co-operate; attempts to recruit to prejudice-related organisations; or condoning or supporting violence towards others.

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff become aware that a child is vulnerable to being radicalised or exposed to extreme views they must report their concerns to the DSL without delay.

The DSL will liaise with other appropriate agencies and make referrals directly to the Channel Panel if deemed necessary at

prevent@staffordshire.pnn.police.uk

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Engagement with the programme is entirely voluntary but we will encourage and support engagement at all stages.

Staff should **always** take action if they are worried.

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Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. We ensure that staff have the skills, knowledge and understanding to keep looked after children safe. We ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. The Designated Teacher also holds information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead has details of the child's social worker and the name of the virtual school head in the authority that looks after the child. A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group. The designated teacher alongside teaching and learning support staff, promote the educational achievement of registered pupils who are looked after.

Private Fostering

We recognise our duty to notify Children's Social Care if a child is living in a private fostering arrangement.

Private Fostering refers to a situation where a child under 16 years (under 18 if they are disabled) is being cared for by someone other than a parent or close relative for 28 days or more. Close relatives are defined as grandparents, aunty, uncle or older sibling).

This can include children sent from abroad to stay with family members, teenagers who may be living with the family of a friend, boyfriend or girlfriend and those living short term with host families while studying.

All staff are responsible for asking questions to clarify family arrangements if there is a change of living arrangements or person caring for a child or if the relationship between the child and carer or living arrangements are unclear or concerning.

Should a member of staff become aware that a child may be living in a Private Fostering arrangement, they will report this without delay to the DSL.

The DSL will encourage the parent or carer to inform the Local Authority. Additionally, we will report the private fostering arrangements to the Local Authority by contacting the Safeguarding referral team on 01782 235100.

Anti Bullying

Park Hall Academy has zero tolerance with regards to bullying and we have an Anti-Bullying Policy which is set out in a separate document. This policy relates to all forms of bullying including cyber, racist, homophobic and gender related bullying.

The subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum and anti-bullying assemblies.

If bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Principal and the DSL will consider implementing child protection procedures.

Staff members will neither allow nor condone bullying. To do so may lead to consideration under child protection and disciplinary procedures.

E- Safety

We recognise our responsibility for online safety. Our academy has a separate E-Safety policy which outlines the ways in which we aim to keep children safe online.

Children are not allowed to access social networking sites in school and are made aware of the age restrictions associated with social media. This information is communicated and shared with parents and carers.

Cyber-bullying is treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

We use online forensic software to monitor all computer use in school.

If any adult in school is aware that a child is vulnerable to harm online, this will be reported immediately to the DSL and safeguarding procedures will be followed. In some cases, the Police may become involved if a child is at risk of exploitation due to their use of the internet or social media.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the academy and/or can occur between children outside the academy. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. We understand the importance of providing as much information as possible as part of the referral process to allow assessments to consider all the available evidence and the full context of any possible abuse.

For further information see [Keeping Children Safe in Education 2020](#)

Appendix 4 - Guide to Levels of Need

Park Hall Academy recognise the importance of identifying issues early, and providing early help for children and families in order to prevent issues from escalating.

On occasions, parents may need additional help from our academy or from other agencies. Providing help early is more effective in promoting the welfare of children, than reacting later. As such, we are committed to working collaboratively with other agencies and with the Early Intervention Teams to provide a coordinated offer of early help, in line with *Working Together to Safeguard Children 2018*, *Keeping Children Safe in Education 2020* and local guidance.

We use Stoke-on-Trent's Threshold Framework: "Accessing the Right Help at the Right Time" to support us in our discussions with colleagues from other agencies, and to make decisions about the right level of support/assessment required for the child and family.

Levels of Need:

Level 1: Children and young People with universal Need.

Level 2: Universal Plus.

Level 3: Targeted Early Help

Level 4: Statutory/Specialist Support.

Statutory/Specialist Support

Neglect

For Further detailed information on the levels of need please access the Threshold Framework

Appendix 5 – Making a Referral to Children's Social Care (ChAD – Child's Advisory and Duty Service).

It will almost always be the DSL, Deputy DSL or another member of the senior leadership team that makes referrals into ChAD. However, all staff know how to make a referral should they need to, in the absence of SLT.

From the 2nd February 2021, the children's advice and duty service will no longer accept written referrals (with the exception of referrals from emergency services). Instead, the service will focus on early conversations with professionals and families leading to earlier support. This change complements the new restorative approach and will help to build on the strengths of families and communities across Stoke-on-Trent, ensuring the right support is offered at the right time.

More details about the service are available [here](#). Please see the updated threshold guide to a continuum of need, [click here to view this](#).

For all new referrals to the service please call **01782 235100**. Please follow the options to ensure you receive the appropriate response.

To make a comprehensive referral, the following information will be requested:

- All the details known to you/your agency about the child;
- The family composition including siblings and where possible extended family members and anyone important in the child's life.
- The nature of the concern and how immediate it is.
- Details of any work/support that you have provided to the child or family to date.
- Details of where the child is.
- Whether you have informed parents of your concern. Please be aware that consent from parents/carers will be required to make a referral unless this places the child at any further risk.

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Appendix 7: Safer Recruitment and DBS checks – Policy and Procedures

Our academy has robust recruitment and vetting procedures to help to deter, reject and prevent unsuitable people from working or volunteering within our academy. Our job advertisements and application packs make explicit reference to the school's commitment to safeguard children, including clear statements in job descriptions and person specifications.

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. The Principal and or Safeguarding Governor will check the SCR on a termly basis and record this information. We follow requirements and best practice in retaining copies of these checks, as set out below.

Appointing new staff

When appointing new staff, we will:

- Ensure that at least one member of the short listing and interview panel has undertaken safer recruitment training
- We will question the contents of application forms if we are unclear or if there are gaps in employment history
- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging directly with children
- Where a member of staff has an existing DBS but joins the academy from another authority a new DBS is obtained
- Should an individual have signed up to the DBS Update service, an update check will be carried out
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate (requiring original academic certificates)
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state.
- Ask for written information about previous employment history and check that information is not contradictory or incomplete
- We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.
- We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2018 and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.
- We maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements.

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#)
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

All staff complete an annual personal declaration.

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- We will obtain the DBS check for self-employed contractors.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

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Trainee/Student Teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Local Governing Committee

All governors will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

Adults who Supervise Pupils on Work Experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience.

This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils Staying with Host Families

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

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Appendix 8: Allegations of Abuse Made Against Staff

Park Hall Academy aims to provide a safe and supportive environment which secures the very best outcomes for all children. However, we do recognise that, the behaviour of adults may on occasions lead to allegations being made.

Park Hall Academy follow the local Safeguarding Children Board procedures – [Managing Allegations Against Adults Working with Children and Young People](#).

Procedure for Dealing with Allegations

If an allegation is made, or information is received about an adult who works or volunteers in our academy which raises concerns, the member of staff receiving the information must inform the Principal immediately. Should an allegation be made against the Principal, this will be reported to the Chair of Governors. Should neither of these people be available, the Vice Principal or Vice Chair of Governors should be contacted. Any member of staff may refer their concerns directly with the Local Authority Designated Officer. Our Whistleblowing Policy is accessible to all staff and volunteers and is clearly displayed in our staffroom and academy website.

When a concern is raised about an adult in our academy, the Principal will seek advice from the Local Authority Designated Officer (LADO). Further investigations will not be undertaken until advice is received from the LADO. Concerns are referred to the LADO within one working day.

The LADO will convene a strategy meeting when there are concerns that a person in a position of trust has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

The Principal or Chair of Governors where the Principal is the subject of the allegation – the 'case manager' – will take the following steps:

- Immediately discuss the allegation with the Designated Officer at the Local Authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed. Further investigations will not be carried out until such time that the Local Authority Designated Officer has provided advice.

The academy will work in partnership with Children's Social Care and the Police, to support with any assessment or investigation as required.

We will provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and consider what other support is appropriate. This may include support from occupational health or welfare arrangements.

If the Local Authority Designated Officer deems that the referral does not meet the criteria for involvement, the academy will still undertake internal investigations into the allegations and will if necessary invoke disciplinary procedures.

Our academy has a legal duty to refer to the Disclosure and Barring Services (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is a reason to believe the member of staff has committed one or a number of listed offences and has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation of the individual in accordance with advice from the LADO and HR.

Unsubstantiated or Malicious Allegations

If an allegation is shown to be deliberately invented, or malicious, the Principal, or other appropriate person in the case of an allegation against the Principal, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The case manager will take advice from the Local Authority's Designated Officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious

Appendix 9 - Staffordshire Police CSE Information Report

Staffordshire Police CSE Information Report

Gathering Intelligence about Child Sexual Exploitation

Staffordshire Police have devised a process by which agencies, parents, carers and young people can provide information about perpetrators. This is gathered and used in situations where there may be no evidence available or the victim is either unwilling or unable to provide a police statement. This occurs in the vast majority of cases of sexual exploitation. Therefore, the opportunity to provide intelligence means that the police can build a sufficient picture over a period of time and act upon it. This could potentially interrupt and disrupt criminal activity where young people are being exploited.

What to collect?

Information on child sexual exploitation includes details on:-

- Suspects – names, nicknames, addresses, dates of birth and descriptions of suspects of CSE
- Vehicles – registration numbers, partial registration numbers, make and model, colour and distinguishing features or marks of vehicles used by suspects
- Telephones – details of phone numbers and mobile phones used by suspects and details of any text messages of phone calls made by them or to them
- Locations – details of locations where offences have taken place or suspects/victims frequent
- Offences – details of criminal offences that have not been recorded by the police either because the victim has not been identified or the victim denies them or refuses to cooperate with the police
- Date and times – that incidents occurred or suspects or vehicles seen
- Links – between suspects, vehicles, locations and young people identified at risk of CSE

The more detailed and precise the information is the better the quality of intelligence. The intelligence forms are not to be used for the following:

- To report a crime
- To pass information to the police about a crime that is already being investigated
- To raise a child protection concern

Intelligence can be reported from 3 perspectives:

1. Disclosure by a Young Person at Risk
2. Incident Witnessed by a Professional
3. Information from another Person

Submit the completed intelligence form onto the Child Exploitation Team.

childexploitation@staffordshire.pnn.police.uk

If you do not have a secure e-mail facility then please call CET on 101 ext 3604 to discuss

Please note – this form is **NOT** a referral form.

Agencies should refer to the CSE Policy document Staffs Section 4Ha, S-o-T Section D14 and follow the process outlined. Referrals should be made to First Response (Staffordshire) or the Safeguarding Referral Team (Stoke-on-Trent) or to the Police. This form is to collect intelligence only and may then be used to assist police in building a case.

Staffordshire Police – Child Sexual Exploitation Information Report



Date/Time of report:

Details of Professional submitting:

| | | | | |
|--------------------|--------------------------|--------------|--------------------------|----------------------|
| Name | | | | |
| Post / Job Title | | | | |
| Agency | | | | |
| Contact Details | | | | |
| Witnessed Incident | <input type="checkbox"/> | Professional | <input type="checkbox"/> | Member of the Public |

Details of Child/Young Person (if known):

| | |
|---------|--|
| Name | |
| Age | |
| Address | |

If the information is from a 3rd party are they be willing to engage with the Police? Yes / No

Please provide information: Include as much detail as possible re names /descriptions /nicknames/ vehicle details/addresses etc.: